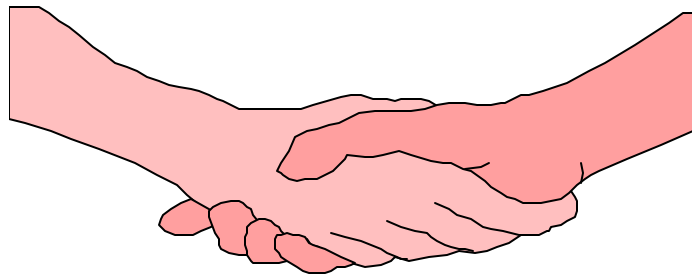


## ***Module 6: Marketing Yourself***



# **THE SPOUSE EMPLOYMENT ASSISTANCE PROGRAM**

## **SPOUSE CAREER/LIFE COURSE – MODULE 6**

### **TRAINING OUTCOME**

Participants will receive practical advice and guidance on how to successfully market and present themselves in today's job marketplace. Participants will learn how to network, conduct informational interviews, and develop successful telephone skills. A key part of this module is the development of participants' thirty-second commercial.

### **ESTIMATED TIME**

2 hours

### **AGENDA**

- Introduction
- **Ex:** Thirty-second Commercial
- Networking
- **Ex:** Who is in My Network?
- Informational Interviewing
- **Ex:** Mini-Informational Interviewing
- Telephone Skills
- Summary
- Evaluation

### **PARTICIPANT MATERIALS**

- Participant Guide

## **TRAINING AIDS**

- Overheads 1 through 11
- Pre-prepared chart (See Preparation Notes to the Instructor)

## **EQUIPMENT AND SUPPLIES**

- Overhead projector
- Easel, Chart paper, Tape, and Markers

## **PREPARATION NOTES TO THE INSTRUCTOR**

1. Set up room by arranging the furniture in an appropriate manner.
2. Hang the chart of a Career Plan in the room. Prepare to discuss the Career Plan and the link to this module.
3. Prepare a chart listing the agenda.
4. During this module you will be the subject matter expert for an informational interview about your own job. Be prepared to be able to answer questions about your job.
5. Display Overhead 1 prior to start of class.

## MODULE 6: MARKETING YOURSELF



1

### WELCOME AND TRAINER INTRODUCTION (10 MINUTES)

**Welcome** participants to the training:

- Introduce yourself and welcome participants to their local Family Service Center and to the Spouse Career/Life Course.
- Set up boundaries for confidentiality sake.
- Provide a brief summary of your background and experience.
- If applicable, introduce other persons (non-participants) or guest speakers and describe their role.
- State that some modules they attend will be presented by guest speakers on specific specialist areas.
- Notify the participants that the role of the instructor(s) is to take participants through the course and provide them with support whenever they need it. If participants wish, they can approach you individually during breaks, after class hours by appointment, etc.
- Review logistics (e.g., breaks, bathrooms, and drink machines); Review Module agenda.
- Tailor the module for your audience.



### *Page 83 - Participant Guide*

- Briefly state contents of module; review agenda.
  - Once you identify job targets from your research, you need to successfully market yourself in today's job marketplace. This module will cover four key skills you need to learn in order to market yourself.



2

**State** Objectives:

At the end of this module, you'll be able to:

- Network.
- Conduct an informational interview.
- Use effective telephone skills.

Career Plan link to module:

***Page 84 - Participant Guide***

***Instructor Aid 1***

***Instructor Note:*** *Refer to Career Plan wall chart.*

- How you present the Career Plan is important. In this module you will use the information you have researched, as well as the information you learned during your self assessment, to start developing your public relations pieces. You will also develop new networking skills.



3

## CAREER CATALOG (20 MINUTES)

**Introduce** the idea of developing a career catalog:

- Compile information throughout your job search years
- Can help you write effective marketing tools
- A place to keep all your personal and historical information

**Instructor Note:** *Show a copy of your career catalog as you generally describe what it contains.*

A career catalog has four categories: work experience, personal identification, education and training, and notes.

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The work experience category includes:

- Work experience, including volunteer jobs (e.g., employers, job titles, responsibilities, accomplishments)
- Work samples (e.g., reports you have written, articles, tapes, etc.)
- Past performance on evaluations
- Honors and Citations
- Community Activities
- Salary History
- Credit History
- References (name, title, address, phone number, e-mail)

The personal identification category includes:

- Birth Certificate
- Proof of Citizenship
- Social Security Card (invalid cards are laminated, water damaged, with pen ink)
- Passport
- Driver's License (a valid Driver's License is one for the state in which you are living). For spouses, please check with the Department of Motor Vehicles for license requirements

You provide this information to show that you can legally work in the U.S. (I-9 Form).

**Page 86 – Participant Guide**  
**Instructor Aid 2**

The education and training category includes:

- College or course transcripts (will need a sealed copy for employer; school may send it directly)
- Diplomas/Certificates//Licenses
- Honors
- Activities List

<b>EXERCISE 1: THIRTY-SECOND COMMERCIAL</b> (25 MINUTES)
--

**Introduce** exercise:

- It is important to be able to sell your knowledge, skills, and abilities, and also know how you can be of real benefit to potential employers.
- One way to achieve this is the 30-second commercial. Just like commercials on television that tells you why you should buy their product, you need to let potential employers know why they should hire you.
- You will have the chance to develop your commercial and practice pitching it to another person.

**Conduct** exercise:

**Page 87 - Participant Guide**  
**Instructor Aid 3**



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1. Instruct them to complete the worksheet. This will help them identify information to include in their commercial.
2. Note that while they are doing their commercial, they will not be able to look at their form. Ask them to study their responses when they have finished writing them down.
3. Allow participants 10 minutes to complete the form.
4. After 10 minutes ask participants to divide into pairs.
5. Inform them that they will be presenting their 30-second commercial in turn to their partners.
6. Ask for two volunteers to present their commercials in front of the group.

**Facilitate** discussion:

**Ask:** “What were the most difficult aspects of doing the commercial?”

**Instructor Note:** *Go around room. Record responses on chart paper. Allow 10 minutes for discussion. Answer questions from participants.*



**Possible Answers:**

- Providing all the important information in thirty-seconds
- Knowing which information to include
- Determining how my skills can benefit the company

Where possible you should apply your 30-second commercial in all your marketing efforts, e.g., during networking, on the phone with others, during an informational interview etc.

## NETWORKING (15 MINUTES)

The second key skill.

- Touched on this subject in the previous module “Career Exploration” in terms of people being a key research resource for job hunting. In this module we shall expand further on this concept and explain how to successfully network.

**Discuss** the concept of the hidden job market and how networking is a part of that.

- Not all job openings are made public because they are filled before the need to advertise. News about job openings gets out by word of mouth and internal and external networking (discussed in the previous module); therefore, the position gets filled before advertising happens.
- The majority of jobs are found through networking.

**List** the purposes of networking:

### ***Page 88 - Participant Guide - Fill in the Blank***



5

- To learn about your field of interest
- To find out what skills are needed for specific jobs
- To learn about relevant courses or training programs
- To find out about relevant associations/societies
- To learn about employment opportunities



**Describe** the Network Categories:

- Identifying who can provide you information about your chosen field or the name of someone who is familiar with your field.

**List** the three categories in which those you network with fall into:

**Page 88 - Participant Guide - Fill in the Blank**



6

- Business and professional (e.g., supervisors, co-workers, associations/societies)
- Personal (e.g., family, friends, acquaintances)
- Support (e.g., job clubs or other groups where people meet regularly to exchange job-related information and to encourage each other)

**Discuss** generational networking:



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- Networking can be first, second, or third generation.
- Share the example of how generational networking can lead to a job:
  1. You mention to a co-worker that you are interested in a marketing position (first generation).
  2. Your co-worker has lunch with her mother and during the course of conversation mentions that you are seeking a marketing position (second generation).
  3. When your co-worker returns from lunch, she tells you that there is a marketing position available in her mother's company and that you should give her mother your resume to submit to the marketing director.
  4. After your resume is submitted, you call the marketing director (third generation) to check on the status of your resume.
  5. The marketing director provides you with an interview, and then eventually hires you.

**Instructor Note:** *Ask participants if they have any questions. Answers the questions raised.*

<b>EXERCISE 2: WHO IS MY NETWORK?</b> (10 MINUTES)
--

**Introduce** exercise:

Listing the individuals or groups of people with whom you can network is the next step, along with defining what your networking approach with them may be.

1. Ask the group to brainstorm possible people with whom they can network.
2. Allow 8 minutes for the group to brainstorm.
3. Record responses on chart paper.
4. Answer any questions raised by participants.

## INFORMATIONAL INTERVIEW (10 MINUTES)



8

**Explain** informational interviewing:

- Once you have identified people in your field of interest, you are ready to conduct informational interviews.
- An informational interview is a process by which people who are making career or job decisions can gather information about specific career fields from professionals in the field.
- It is not a job interview and should not be used as one!

**Review** some guidelines for informational interviewing:

### *Page 89 - Participant Guide*

- Attempt to interview an experienced person. A person at an early stage of his/her career may not have the breadth of knowledge that you need to make a long-term decision.
- Dress appropriately for an interview (as we discussed earlier).
- Know your skills and work preferences.
- Research some information about field of interest.
- Ask open-ended questions. These types of questions encourage conversation.
- Take notes to track information.
- Never ask the person for a job. He/She may resent you trying to turn the informational interview into a job interview.
- Send a thank-you letter.

### *Page 90 - Participant Guide*

**Instructor Aid 4**

**Review** some basic questions that can be asked during an informational interview:

**Page 91 - Participant Guide**

- How did you break into the field?
- Where do you see a person like me fitting in this field (field, company, industry)?
- How should I prepare for a job interview in this field?
- Who are the recognized leaders in this field?
- What professional societies or associations should I join?
- What's a typical career path for someone coming in at my level?
- What are the largest obstacles I would face in this job?
- What professional publications on this field should I read?
- Which other professionals should I contact?
- What kind of compensation could I expect in the first year?
- What are the most necessary skills for this job?
- Is there formal or on-the-job-training?
- How can I best utilize the educational training I have?
- How many people like me have made a successful career change? What kinds of backgrounds did they have?
- How is the hiring done?
- Can I keep in touch with you regularly?
- What local firms are most likely to have these kinds of positions?
- Can you refer me to others in the field who might be able to provide me with additional assistance?
- Is there any other advice or information you would like to add?

**EXERCISE 3: MINI INFORMATIONAL INTERVIEW**

(10 MINUTES)

**Conduct** a mini informational interview with the group. Get each of them to ask you informational interview questions about your job. This will enable them to practice and generate other relevant questions.

## TELEPHONE SKILLS (10 MINUTES)

**Discuss** the telephone as another search tool for gathering information about your field of interest and the importance of using effective telephone skills.

**Review** effective telephone skills:



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### *Page 92 - Participant Guide - Fill in the Blank*

- Write a script of what you will say on the phone. This will help you be less nervous and will ensure that you get all the information you need.
- Begin the conversation by introducing yourself.
- If given a referral, name the person who referred you. If you do not have a referral, ask the receptionist for the name of someone who could help you.
- Mention that you need only 10 minutes of the person's time.
- Give a brief description of your background.
- Use a friendly tone of voice.
- Speak at the same rate as the other person. By not speaking faster or slower than the manager, you are less likely to be perceived as being nervous.
- Since you only have 10 minutes, ask the most important questions first.
- Thank the person for the time.

**Discuss** techniques for getting past the gatekeeper:

**Identify** who a gatekeeper might be and their role in making an informational call:

- Receptionist or secretary, for example
- Prevent you from speaking with a manager

**Review** some techniques that may help get past the gatekeeper:

### *Page 93 in the Participant Guide - Fill in the Blank*



10

- Be courteous and speak clearly.
- Mention information you know about the organization. This indicates to the gatekeeper that you are an intelligent, informed caller.
- Instead of telling the gatekeeper that you are looking for a job, mention that you would like to find out additional information about the company.
- If the gatekeeper prevents you from speaking with the manager, ask to speak with the manager's assistant. If you build a rapport with the assistant, you may eventually get to speak with the manager.
- Call Tuesday, Wednesday, or Thursday before 8:30 AM or after 5:00 PM.

Calling at these times increases the chances that a manager will pick up the phone.

**Page 94 - Participant Guide**

**Instructor Aid 5**

**Instructor Note:** Ask participants if they have any questions.



11

**SUMMARY** (5 MINUTES)

In this module, you:

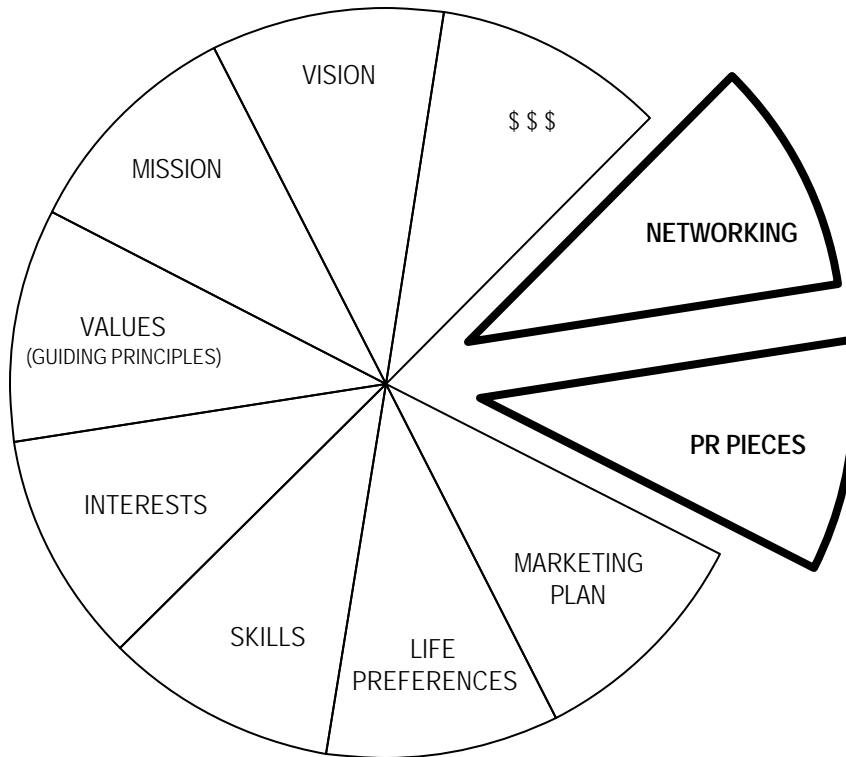
- Learned to network as an effective method of gaining career information.
- Covered insightful questions to ask at informational interviews.
- Conducted an informational interview.
- Discussed effective telephone skills.

**Instructor Note:** Refer to Career Plan during summary.

As for Career Plan, you have further defined yourself in terms of financial status, networking capabilities, and marketing plan

**Ask** participants to complete the evaluation in the Participant Guide.

## *Career Plan*



How you present your Career Plan is important. In this module you will use the information you have researched, as well as the information you learned during your self assessment, to start developing your public relations pieces. You will also develop new networking skills.

## LISTS OF ACCEPTABLE DOCUMENTS

LIST A		LIST B		LIST C
Documents that Establish Both Identity and Employment Eligibility	OR	Documents that Establish Identity	AND	Documents that Establish Employment Eligibility
<ol style="list-style-type: none"> <li>1. U.S. Passport (unexpired or expired)</li> <li>2. Certificate of U.S. Citizenship (INS Form N-560 or N-561)</li> <li>3. Certificate of Naturalization (INS Form N-550 or N-570)</li> <li>4. Unexpired foreign passport, with I-551 stamp or attached INS form I-94 indicating unexpired employment authorization</li> <li>5. Alien Registration Receipt Card with photograph (INS Form I-151 or I551)</li> <li>6. Unexpired Temporary Resident Card (INS Form I-688)</li> <li>7. Unexpired Employment Authorization Card (INS Form I-688A)</li> <li>8. Unexpired Reentry Permit (INS Form I-327)</li> <li>9. Unexpired Refugee Travel Document (INS Form I-571)</li> <li>10. Unexpired Employment Authorization Document issued by the INS which contains a photograph (INS Form I-688B)</li> </ol>		<ol style="list-style-type: none"> <li>1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>2. ID card issued by federal, state, or local government agencies or entitles provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>3. School ID card with photograph</li> <li>4. Voter's registration card</li> <li>5. U.S. Military card or draft record</li> <li>6. Militant dependent's ID card</li> <li>7. U.S. Coast Guard Merchant Mariner Card</li> <li>8. Native American Tribal document</li> <li>9. Driver's License issued by a Canadian government authority</li> </ol> <p style="text-align: center;"><b>For persons under age 18 who are unable to present a document listed above:</b></p> <ol style="list-style-type: none"> <li>10. School record or report card</li> <li>11. Clinic, doctor, or hospital record</li> <li>12. Day-care or nursery school</li> </ol>		<ol style="list-style-type: none"> <li>1. U.S. social security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>)</li> <li>2. Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>)</li> <li>3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal</li> <li>4. Native American tribal document</li> <li>5. U.S. Citizen ID Card (<i>INS Form I-197</i>)</li> <li>6. ID Card for use of Resident Citizen in the United States (<i>INS Form I-179</i>)</li> <li>7. Unexpired employment authorization document issue by the INS (<i>other than those listed under List A</i>)</li> </ol>



record



## *Thirty-Second Commercial*

My name is \_\_\_\_\_

My skills are \_\_\_\_\_

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I want a position as \_\_\_\_\_

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I could benefit a company because \_\_\_\_\_

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## ***Sample Informational Interview Thank You Letter***

February 26, 20XX

Mr. John Smith  
Human Resources Director  
DCA Corporation  
6254 Main Street, Suite 200  
Washington, DC 35821

Dear Mr. Smith:

Thank you for taking the time to meet with me for an informational interview. I appreciated your openness and the valuable insights you provided about what it would take to hold a position as a secretary. I am excited about entering the professional workforce in this administrative field.

The feedback you provided about highlighting my skills and focusing my resume, as well as setting realistic expectations for myself was most valuable. As you recommended, I will call the job hotlines and begin to develop networks with others.  
Thank you again for your time.

Sincerely,

*[Sign your name]*

Tonya Jacobson

## ***Sample Telephone Script for Information Gathering***

### ***Talking to the Gatekeeper***

**You:** Hello. My name is \_\_\_\_\_. May I speak to Mr./Ms. \_\_\_\_\_ (if you don't have a person's name, ask for the department manager for your area of interest, i.e., production, marketing, design, construction manager)

**Gatekeeper:** What is the purpose of the call?

**You:** I'm looking for some information that pertains to their department, and I was referred by Mr./Ms. \_\_\_\_\_.

- If they offer to put you through to the person's voice mail, do it. You may or may not want to leave a message, but chances are you will find out the person's name from their voice mail recording.